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THE CLOTHING SITUATION

Excerpts From 1943 Annual Reports of Extension Clothing Specialists

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## THE CLOTHING SITUATION

Many States reported that not a meeting was conducted without an introduction as to what the clothing situation was and how the subject under consideration aided in meeting this situation.

"Be Informed" was the name of the Utah program. It included a study of buying practices to follow. Clothing clinics helped with clothing conservation and wardrobe planning for various needs and wartime occupations. Two special demonstrations were prepared by the specialist on "Know how to buy, use, and care for wartime fabrics." Outlines were prepared to help leaders in giving the demonstrations and leaflets were prepared for distribution.

A number of specialists send monthly letters to home demonstration agents in order to keep them up to date on the clothing situation. Some specialists prepare a similar letter which goes out to clothing leaders under the signatures of the clothing specialist and the agent. If you want to see some letters write to -

Edna Sommerfeld, clothing specialist, Burlington, Vt.

Iva Byrd Johnson, clothing specialist, Blacksburg, Va.

Joyce Bevis, clothing specialist, Tallahassee, Fla.

## SEWING CENTERS AND SEWING SCHOOLS

### Vermont.

"At the request of two local home demonstration women the specialist and home agent conducted a 1-day children's clothing renovation school in Westmore. The object was to start the center and train the two women so that they could conduct further meetings with the local group.... This group has met occasionally during the year.... The agent helped with one or two special problems when called upon....

"Mrs. Stella Farmer of East Burke is a community dressmaker. She got her training from the extension clothing project.... This past year she wanted help from the agent and the specialist on how to proceed on a program that would help homemakers in her neighborhood with their specific clothing problems. Twelve homemakers attended the first meeting, and at that time the group made plans as to how often and when the clothing center would be open and how it was to operate, with Mrs. Farmer in charge. They had 25 sewing meetings. Twenty-one different women were helped. This was Mrs. Farmer's real wartime service."

"The tailoring school included a preliminary half-day meeting and three all-day work meetings.

"At the preliminary meeting those who were interested in the school were given necessary instructions as to what to get and bring for the first work meeting. Time was taken to discuss styles and materials suitable for coats or suits for women and children..... Three all-day meetings were held in three successive weeks. All but 2 of the 18 women had had some sewing experience. All agreed with the specialist that a 4-day school would have been easier."

### Kansas.

"The women who enroll in interest groups in tailoring coats and suits agree to attend the meeting for 5 days. These days are spaced at intervals of at least

1 week. This means that the construction of a garment takes considerable time, but it gives a chance for the homemaker to catch up with the many duties she has at home and to do the great deal of work that is required in making a coat between lessons. The home demonstration agent enrolls women who know how to sew. This is done so that women with little or no knowledge of sewing will not get in a job that requires considerable experience; however, much judgement must be used on the part of the agent in the enrollment, because some women who have had little experience do very fine work; some who apparently have had a great deal of experience are very poor sewers."

Montana.

"The workshop method of presenting clothing construction was used to make possible personal contacts for the home demonstration agents with groups of women. Women working under supervision produced good results."

Arkansas.

Sewing centers were called "crippled clothes clinics".

Connecticut.

"Dressmaking schools have been planned as follows:

First day:

- a. Demonstration: Method of taking measurements.
- b. Women are divided into groups of three to take each other's measurements. Measurements are recorded.
- c. Demonstration: How to check patterns and where to make alterations.
- d. Women alter patterns to their own measurements plus ease to be allowed.

Work to be done at home:

Each woman to cut out her dress, make all markings, and baste dress together.

Second day:

This day is planned to be held at least 2 weeks after the first meeting date.

- a. Discussion and demonstration on Fitting a Dress.

- b. The women are divided into groups of two. Each woman checks the other one in her group for correct fitting. This enables each woman to have the experience of fitting a dress. A final check of the dress on each woman is made.

Coat schools.

"Two days are allowed for the work on coats. It has been found best to allow 2 weeks between the demonstrations. The work is planned as follows:

First day:

Study pattern and lay-out chart.

Check pattern against own measurements.

Cut out coat and make all necessary markings.

Remove pattern. Sew around neck, armscye, and bias edges with long stitch on sewing machine.

Baste tailor's tape around neck and armscye.

Baste front and back together for fitting. Have coat checked for correct fit.

Baste in sleeves. Have checked, same as coat.

Put in interfacing on coat.

Tape shoulder seam and front.

Before second meeting:

Make permanent stitching of underarm seams and shoulder seams.

Press open seam lines.

Tailor baste interfacing and under collar.

Attach collar to coat. Follow directions on pattern guide.

Make buttonholes.

Make pockets.

Second day:

Put hem in coat.

Put hem in sleeve.

Sew lining and interlining together at underarm seam.

Attach pads.

Put lining in coat.

Sew on buttons

Ohio.

Children's clothing clinics in Ohio have been conducted in connection with the schools during schooltime. The mothers worked in a vacant classroom with the home demonstration agent. During recess and noon the children were free to come in and see the exhibits, have fittings if necessary, and take a part in the program.

This helped to develop a wholesome attitude among the children in regard to make-overs for school wear. This children's clothing clinic might be developed to include: selection and care of shoes; suitable underwear; hose; school clothes, clothes for best, clothes for play (remodeled garments); attractive, decorative, and patriotic mends; repair jobs on shoes and rubbers to do at home; clothing exchange (include sterilization); posture; good grooming.

#### SOME FOLLOW-UPS ON MAKE-OVERS

Dress revue at Achievement Day programs.

Fashion show of remodeled garments in connection with a bond sale rally.

Modeling of remodeled garments by various family members at community or county farm meetings.

#### TIMESAVERS

##### Arizona

"A short 'time study' was made at one leader-training meeting comparing two methods of mending overalls, stressing conveniently stored equipment and materials against unorganized equipment. Women attending the meeting kept time for the two methods and counted trips from the working area and the long reaches for equipment. The unorganized method took twice as long to mend the overalls as the one with organized equipment and materials. This led to a discussion and showing of mending baskets, boxes, and cabinets.

"One method demonstration and one leader training meeting on Time Saving Sewing Skills were given in one county continuing the work started as dressmaking management in 1942.

"It was emphasized that time and energy could be saved by (a) managing and organizing work and equipment to make as few trips to the sewing machine and the iron, and as few fittings as possible, and (b) knowing the best sewing skills to get the desired effect. To illustrate the first point, a dress was planned to require three trips to the machine, three to the iron, and two fittings. The pattern was carefully checked before the dress was cut, and preliminary bastings and pinning were demonstrated, emphasizing suggestions for developing skills.

"The garment was fitted both times with all parts together. At the first fitting, definite fittings were made on widths - hip, bust, and waist - with checks on lengths and accessories. After the dress was removed, methods of making alterations were shown. Then the lengthwise seams were stitched and pressed and the crosswise seams were basted, ready for a second fitting.

"At the second fitting, lengths - shoulders, waist, sleeves, and skirt - and the accessories such as buttons, were fitted. The crosswise seams were then stitched and pressed and the accessories sewed in place. Special skills taught were quick buttonholes, types of collars, putting in sleeves, making interlined belts and button tape plackets.

"Work sheets for planning construction and fittings of the garment and subject matter circulars were used.

"Remodeling schools were held in two areas in one county with two alternating meetings each month for 2 months. This plan gave the women time between meetings to do some work at home, collect materials, and do ripping, cleaning, mending, etc., which had been taught at previous demonstrations. These women also had had work on dressmaking management. The schools were limited to 16. For other women who signed up, the home demonstration agent and leaders from the first school were to hold additional remodeling schools.

"For the remodeling schools, a working arrangement was made having (1) a planning unit where garments were brought to be analyzed and suggestions given for remodeling. Posters giving suggestions for make-overs, pattern books, patterns, and remodeled garments were used as illustrative material. (2) A construction planning unit where a plan of work to be done was made and techniques needed to know were checked. Illustrative materials were planning sheets and illustrated techniques. (3) A work unit with sewing machines, supply table, and ironing boards and irons.

"The specialist was responsible for the first planning and the home demonstration agents for the construction planning unit although each advised the other in most cases. By the construction planning - thinking through all the processes needed in construction - the woman was given more confidence, because she knew exactly what she was to do next and time was saved because techniques common to several could be taught to all at one time, and there was not the long waiting around for the women to get help. After all planning was done, the specialist and home demonstration agents supervised construction and fitting of the garments."

#### California.

"Demonstrations on time-saving methods popularly termed "factory methods" have been well received. In these demonstrations the women are taught how to organize their sewing techniques to save time in making dresses for themselves. The subject matter and directions in the circular HD 484, Time-Saving Methods in Home Sewing were followed. The specialist helped every agent at a regional or a county conference to fit a pattern and to make one or two dresses for herself. These methods have been demonstrated in 27 of the home demonstration counties during 1942 and 1943. The other five counties will include this project during the coming year. The majority of the new garments made were shirtmaker dresses. In most instances the same pattern number was secured. However, different fabrics, buttons, belts, and other details gave variety....

"Nine of eleven subject-matter work conferences held for home demonstration agents dealt with time-saving methods in home sewing. These group conferences proved to be of more value to the home demonstration agents than individual conferences in their respective counties. The agents profited by each other's problems, getting more concrete information than is possible when working alone. They also gave the agents the opportunity of pooling their work in developing factory methods and prepared them for better organized teaching. Each home demonstration agent completed one or two dresses for herself. These dresses are used for demonstration material. These methods which are a real departure from the usual methods of clothing construction, gave the agents an appreciation of the actual time that could be saved by organization of work jobs and by eliminating time-consuming details. They also found that standards of good workmanship could be maintained, a question in doubt by most of their teachings in their respective counties removed all remaining traces of doubt regarding the quality and practicability of this project.

"Upon analyzing the reports of the home demonstration agents, three methods of teaching were used...the demonstration, zone work meetings, and work meetings by project leaders.

"1. Demonstration meeting conducted by home demonstration agent.

After the two home demonstration agents altered their patterns, each cut two dresses with one cutting. At the end of the day four dresses were almost completed. In planning for these meetings in the county the agents enlisted two volunteers in each center who agreed to bring patterns and fabrics for dresses. An effort was made to select one woman shorter and heavier than average and one taller and more slender than average, so that many different points would be demonstrated in pattern alteration....

No clothing construction meetings have been more enthusiastically received by homemakers, and reports indicate that greater satisfaction is resulting from better fitting garments. The women appreciate the time and energy saved. They have reported getting together to sew and use these methods, and also have used them when sewing alone.

"2. At zone meetings women sewed under supervision. One county had six zone meetings.

The meetings were scheduled in school sewing laboratories or in community halls. In the latter, the sewing machines were brought by those taking part. Two meetings were held in each zone. The home demonstration agent reports:

Registration for these meetings began in September. Of the 99 registered, 67 completed the project. This meant 86 dresses were finished. Nineteen women cut two dresses at one time. Since the project was completed, 11 other dresses have been reported. The fact that the women are making another dress so soon after the project shows they probably are putting into practice the time-saving and energy-saving methods they learned. The dresses fit exceptionally well. Where minor changes were needed, they were made on the pattern. This well-fitted pattern has encouraged the women to sew for themselves."

"3. Teaching by project leaders.

The clothing specialist and the agent planned three training meetings, one to train the agent in fitting patterns and making dresses, and the other two, project leader meetings, to train 16 project leaders in factory methods of making dresses. Since a number of dresses were to be made by factory methods in a day's meeting, all were made from the same pattern.

The agent and the women selected capable women to serve as project leaders. It was arranged to have the two project leader meetings held in well-equipped clothing laboratories. The attendance at the training meetings was limited to eight so that it was possible to give each leader careful training.

The all-day dressmaking meetings were held in high-school sewing rooms or homes where table space was adequate. Good light was necessary as well as space for three to five sewing machines. In the pattern work the measurements on the pattern were checked with the measurements of the woman. If necessary the pattern was changed so the resulting garment would fit. The yoke was fitted first, following that the front and back were checked, then the skirt and sleeve.

The sixteen project leaders were present at their various centers, usually two. In the morning the fitted patterns were placed on the material, the importance of indicating notches and dots were discussed, the dresses cut out. As soon as this process was completed, the parts were sorted for sewing collars together, sleeves together, waist fronts, and skirts. Women were assigned to sew, using the quick methods that were accurate as well. If there was not a sewing machine for each woman, one did the pressing, and one pinned parts for sewing.

Women who were fast and experienced seamstresses practically finished their dresses in a day. No dress went home unless the following was completed: The waist and skirt were finished excepting for the final sewing up, the collar was on the waist, and one sleeve was sewed in. With faster sewers, more was done. The 16 project leaders finished their dresses and six have made one or two more. Some home-department women have made three or four dresses from the same pattern. The total dresses made count to 119.

Women who did not make dresses report application of the good methods to other dresses, especially the easy method of putting on the collar.

It was proved that boys' shirts and children's dresses can be made in less time than formerly by assembling the jobs and streamlining the sewing."

#### CARE OF CLOTHING

##### Kansas.

"It was decided to have a State-wide week on Conservation of Clothing and Home Furnishings, beginning April 5. Many counties had a very successful week.

"Ford County home demonstration agent, women, 4-H girls, and highschool girls presented nine radio talks from the local radio station. Women's units and high-school clothing classes arranged to listen to these talks. Six local women and girls prepared articles that appeared in the daily paper.

"Saline County clothing leaders reached small towns by placing exhibits in their local towns. Five leaders report visiting their rural schools at some time during the week to talk to the pupils on care of clothing. In each instance, the pupil was asked to bring a coat hanger for his coat. One leader gave a demonstration in a church group on care of clothing.

"In other counties a bulletin display was arranged by the home demonstration agent and placed in six libraries. Seventeen window displays were made by merchants in five counties. Posters were made by high-school classes and exhibited in local store windows. Home demonstration agents reached clubs and civic groups in towns by at least eight talks. 4-H Club girls gave demonstrations. Special publicity was prepared by all home demonstration agents for this week. An unreported number of circular letters, newspaper articles, window exhibits, and talks were given over the entire State."

##### New Jersey.

"A series of four clinic was outlined and carried through with Essex County as the proving ground. These meetings were conducted first at the Newark Evening News Auditorium in Newark and later carried to various communities in the county.

The success of this program and the reported savings of garments as well as money indicate that a similar plan should be started in all other counties.

"The subject matter was divided into four parts and was given as a combination demonstration and clinic.

"1. Clinic No. 1. - Home laundering.

Discussion centered around the type of water in the community, types and use of various water softeners and soaps, simple procedure for doing the family laundry, substitutes for scarce laundry equipment, the effect of good laundering practices on the conservation of household textiles and clothing.

"2. Clinic No. 2. - Special laundering problems.

The discussion centered around basic procedures for laundering special articles of clothing such as rayons, wools, and foundation garments. The demonstration showed the approved method of laundering sweaters and other woolens and the best way to wash and iron rayon garments. Women brought in their many problems and these were discussed.

"3. Clinic No. 3 - Ironing and pressing.

The discussion included (1) the difference between ironing and pressing, (2) equipment needed for both, (3) labor-saving devices. A demonstration of ironing a man's shirt and pressing a wool garment was given. An exhibit of garments made from a man's shirt added interest to the discussion.

"4. Clinic No. 4 - Keeping clothing in repair.

"The discussion included (1) commercial mending materials available, how to use them, and how to evaluate them; (2) simple repairs homemakers can make; (3) means of protecting garments from soil, reinforcing for better wear, and safe storage. An exhibit of all these points was shown."

South Dakota.

"The specialists prepared a card for distribution to all home extension and 4-H Club leaders in the State which stressed the necessity for better everyday care of the families shoes in wartime. The card requested the leader to call some special points in shoe care to the attention of the membership of her group.....

The fact that homemakers, attending the training schools held by the specialist or the home agents, had an opportunity to bring to the training school garments that needed mending added zest to the meetings. After the discussion of types of mending and examination of illustrative material, a work period was held in which the women were taught the mending that seemed most practical for their needs."

Arizona.

"Before any washing was done, each woman checked the fiber content, the percentage of shrinkage, and the color fastness of the garments she had brought to the meeting. From the group of garments that showed a fastness of color and shrinkage of less than 2 percent, garments of acetate, bemberg, and viscose rayon, wool,

corduroy; and spun rayon were selected to wash. These garments were tried on for fit in order that there would be no question about a change after washing. The characteristics of the different fibers that would determine the temperature of water and iron, kind of soap, method of handling, drying, and ironing were reviewed and listed on a blackboard or a large piece of paper with crayons. The garments were then washed. Methods of ironing and labels on fiber content and care were discussed while the garments were drying. After the garments were ironed they were checked carefully for appearance and fit.....

"One result demonstration for family clothing storage was set up in a ranch home. Two meetings have been held at the home. Miss Mary Rokahr, home management specialist from the Washington office, assisted in setting up the result demonstration.

"The outline followed for the leaders' meetings was a discussion of the objectives of clothing storage and the methods of obtaining these objectives. During the methods discussion, illustrative material of floor and wall shoe racks, shoe cabinets, sewing boxes, partitions for dresser drawers, hosiery boxes and cases, garment bags, various types of hangers, and garment protectors was shown. Bulletins and charts were also used. It was decided to emphasize the storage of shoes and sewing equipment at the first club meeting and clothes closets and drawer space at the second meetings to be held later. Leaders prepared illustrative material at the meetings."

#### SEWING-MACHINE CLINICS

##### Mississippi

"The most effective part the specialist played in this work was in agent training. This training was done in three ways: Working with one agent alone, working with a group of agents, and assisting some agents with clinics. Each agent trained took a machine apart, cleaned, oiled, reassembled, and adjusted the tension and stitches. In the group training, the attention of all was called to the differences in various makes or models. No agent was assisted with a clinic in her county who had not at least seen the specialist give a demonstration in machine cleaning.

"Others trained in groups with the above included home-economics teachers, Farm Security administration workers, home agents' secretaries, 4-H Club leaders and members, and a few men.

"In cases where the specialist felt that the agent needed further training or needed help in handling a group, she made an effort to go to that agent's county and assist with a clinic. Some were county clinics made up of representatives from as many communities as could get there. In some instances, the specialist went with the agent to a community clinic, and in others to a sectional clinic. That is, a clinic held at a place in the county that was available to a few communities."

In another instance the specialist followed this plan:

First, trained the agents in district meetings. These training meetings were held in Red Cross sewing rooms, where a variety of machines were available and in need of cleaning.

Second, the agent planned training meetings on sewing-machine cleaning and adjusting in various districts within her county for leaders of adult and 4-H groups. If the agent did not have confidence to conduct the first meeting of this series of training meetings by herself, the specialist would assist her at the first one. These training meetings for leaders were held in Red Cross sewing rooms or in school clothing classrooms where machines needed attention. An excellent opportunity to teach sewing machine techniques seemed to be when every leader was seated at a machine. In most instances an hour or more was planned for machine work demonstrations such as sewing-machine darning, using the seam gage, using the hemmer, and putting a zipper placket on a dress side seam.

Third, the leader cleaned her own machine at home. She talked it over with her club members or neighbors and decided on a day for a clinic in the neighborhood where 10 to 12 women could meet to work on their machines. If the leader was not able to supervise the clinic alone, she called on the agent to come out and assist her on that day, but the agent had none of the responsibilities of planning the clinic. Additional clinics may be needed to cover all the families in that particular area, and these the trained leader and some of her neighbors could manage without further help from the agent.

4-H Club leaders got their girls and mothers together at such a clinic. The parents developed more interest in 4-H Club work because of the help they got from the clinic.

Fourth, at other club meetings or in other ways the trained leaders showed their neighbors the construction techniques learned at the training meeting held by the agents.

#### DRESS FORMS

##### Missouri.

"The dress form returned to the scenes of war. Seventy-five counties participated in the making of them. Vision of dress forms in the early twenties, neither mounted nor used, were in the back of the mind of the clothing specialist. So this time she was determined that if the women made dress forms they should have a follow-up lesson on how to use them. Callaway County had the women bring their dress forms and learn to fit their dresses on them. That is, there were two meetings, the first, in which women made the dress forms; and the second, in which they brought them and learned to use them. In this way the specialist was sure to see that the dress form was completed."

##### Ohio.

"In the dress-form project, the specialist prepared a leaflet of directions for making a dress form and two circular letters as follow up. One letter dealt with mounting and finishing a dress form. The second letter gave information on the use of the form. These letters were mimeographed in the State office and sent out to counties requesting them in quantity."

The following outline for follow-up demonstration meetings on dress forms may suggest an additional approach to the problem:

1. First meeting. Dress forms made and at least one mounted on a stand and shellacked by the close of the demonstration. If time does not permit making the stand, have one completed dress form on exhibit so women can see how it is mounted.

2. Second meeting. Make muslin fitted covers or use a knitted garment over the shellacked surface of the dress form. Garments are easier to fit over this fabric surface, which gives a foundation on which to pin.

Mark seam lines and fitting lines on dress form cover. Check fitting lines of dress form with garments that fit the individual well.

3. Third meeting. (This may be included in the second meeting if ample time is allowed and not too many women are working on individual dress forms.) Using a cotton house dress that has been previously cut and basted, fit it on the dress form - then fit it on the individual to show the relationship between the dress form and the human figure. Give helps such as amount of ease to allow around bust, from shoulder to waist, in armhole, in sleeve, and around hips. In checking from dress form to human figure, one may find it necessary to change some of the fitting lines previously made on the dress form. This experimental process and check fitting on the human figure is helpful in learning how to use the dress form.

Dress forms have a lot of merit--let's have them completed and used. Fabric covered mounted dress forms used at sewing centers or tailoring schools may help to pass the idea along.

#### AGENT TRAINING

Many States reported that training agents through district conferences was the best use of specialist's time and helped to get the program to more people.

#### Vermont.

"One of the projects to be demonstrated to local clubs this past year by the home demonstration agents was Mending and Patching Men's Clothes. Since most of the agents did not have recent training on the subject, and as a means by which the agents could prepare their illustrative material, a 3-day training school was conducted by the specialist.

"The specialist spent the first forenoon outlining the plan for the school, showing and demonstrating different kinds of mends, patches, and repairs applicable to woolens and particularly to men's and boys' clothing.

"Each agent had brought several trousers, vests, and coats on which to make repairs. She made the necessary repairs on these garments. The garments were later used for illustrative material. This was a means, too, for the agent to learn the techniques of tailored mends and repairs for wool and wool-like materials.

"Because the group was small, the specialist was able to give close supervision and help to all agents. They were able to accomplish a great deal and had a fine set of illustrative material ready at the end of the session.

"Part of the last afternoon was spent in working out labels for the county exhibits, summarizing what had been done, and making suggestions as to how the project could be carried on locally.

Virginia.

"More use was made of agents' workshops this year; 28 such groups were met by the specialist. If the group is small and the subject matter similar, this is considered an excellent way of bringing agents up to date on objectives, methods, and subject matter. There is an opportunity for an exchange of ideas and experiences and for suggestions by the agents. Experiences of other agents regarding similar problems are contributed in addition to the specialist's thinking. Agents who have been in the work for some time say they get a great deal from these; new agents can profit by the comments during the meetings and by the contacts with the experienced agents. The size of the group varied from two to five. Skills in certain techniques and in making certain demonstration materials are practiced by the agents.

"Usually an agent does not travel through another county to attend a training meeting. If she does, it is the exception rather than the usual procedure."

Wisconsin.

"There was an increase in the number of district conferences held. Due to an increase in the number of home agents employed and the number of counties selecting the same phase, specialists could not reach every county individually. For example, 22 home agent counties requested help with made-overs. Help was given to individual counties only when specialists felt that clothing construction was not the home agent's strong field and a little extra help would give her the confidence in herself that she needed."

"Help with made-overs was given to home agents at three district conferences by the clothing specialists. Exhibits of garments were shown which would give suggestions on planning and finishing the made-over. Problems the home agents were likely to meet were discussed. Each agent was asked to bring a garment that needed to be made over so that specialists could demonstrate how to handle these problems in center or local meetings. Preparations the home agent should make before conducting the meetings in the county was discussed. Specialists checked schedules and arranged for 1 day of additional help in as many counties as possible.

"District conferences released specialists for help in non-home agent counties. Furthermore, when these conferences were held well in advance of its program in the county, the home agent had time for preparation of subject matter."

New Jersey.

"Early in the spring, the specialist conducted a training course for new agents in home-tailoring techniques. Eleven agents attended this series of five meetings, each one making a suit or coat for herself, besides getting special training in use of patterns and fitting.

"The agents requested this type of training not only in order to conduct their own county tailoring classes, but largely as background for the requests for remodeling which they anticipated. Even though they did not supervise the entire making of suits and coats, they felt that they needed the information in order to answer questions relative to the remaking of coats and other tailored garments for children.

"The specialist feels that such training meetings are essential for new agents as a means of helping them to become oriented in extension methods.

Illinois.

"Demonstrations of methods of solving fitting problems that would have been more easily handled by the specialists, have frequently been put in the hands of home advisers. This made necessary a third series of district meetings, for advisers felt their lack of skill in up-to-date techniques and begged for help. Five meetings were held each 2 days long, and limited to home advisers. Demonstrations of fitting methods, points to make in local demonstrations, use of the dress form, and restyling ideas were presented in the mornings, and laboratory practice under supervision filled the two afternoons. Illustrative material, showing a few up-to-date construction methods, and reference books were taken to each meeting."

Montana.

"Eight home demonstration agents worked with the clothing specialist in a 4-day clothing renovation workshop in August 1942. A second clothing renovation workshop was held at the State college in Bozeman in September 1943.

"These workshops have contributed more to the organization and completion of the clothing program than any other one thing. The workshops were developed with the idea of giving assistance to the home demonstration agents in working out plans for presenting clothing renovation in their counties. Each home demonstration agent remade a garment in the workshop. In addition to the construction of garments, 1 day was spent in each workshop in a discussion of the clothing program.

"Following the workshop, the clothing specialist prepared and presented to each home demonstration agent three units of Clothing Program Suggestions for her county. Each unit contained at least two demonstrations and one workshop suggestion. A limited number of agents also received a suggestion for interest groups.

"Following the selection of the county program, the home demonstration agent and clothing specialist worked out a tentative program schedule for the year. This schedule included the demonstrations to be given by trained project leaders; demonstrations to be presented by the home demonstration agent following a type demonstration by the clothing specialist; workshops to be developed; and interest groups to be organized.

"The following major accomplishments in the organization of the clothing program, have been obtained as a result of the plan reported:

a. The establishment of clothing-renovation workshops in all home demonstration agent counties.

b. One or more clothing demonstrations, containing subject matter to be applied in the workshops, were given to all club members.

Nebraska.

"The specialists held five special training meetings and trained 24 home demonstration agents, 4 district home demonstration agents, and 6 specialists to present a demonstration to leaders of the home demonstration clubs in the various counties. Specialists were assigned a schedule of agricultural agent counties.

"Outlines and some illustrative and exhibit material were prepared for home demonstration agents and specialists. A special outline was prepared for the use of home demonstration club leaders. A circular called "Clothing the Family in Wartime" was prepared and distributed to all home demonstration club members and made available for general distribution.

"A discussion at the beginning of the leader's meetings brought out the part of clothing in winning the war and reviewed the situation in regard to textiles and clothing.

"This was followed by a discussion on looking ahead to your clothing needs and checking items on the inventory and planning pages included in the circular. Suggestions for buying wisely and carefully what is needed were outlined and discussed. Several pages of reminders to save clothes followed in the circular and some were chosen for discussion at each meeting.

"Demonstrations on how to press wool, how to oil shoes, and how to reinforce the cuffs and knees of men's trousers were given."

Wisconsin.

LEADER TRAINING

"Neighborhood leaders helped. Especially was this true in the section of the county where there were no organized homemakers' clubs. Some neighborhood leaders, organized small groups which received help from project leaders trained at leader-training meetings. Others were called in and given special training in subject matter and they in turn passed it on to their neighbors.

"Specialists were interest in reports. For example, in Shawano County neighborhood leaders were taught to make the 'minute and a half patch' and re-tread worn places on wool. Neighborhood leaders realized how valuable this information was and gave demonstrations in homes, at church meetings, and neighborhood gatherings. One neighborhood leader reported reaching 28 women, another 45, and so the story went. This was with regard to the 'pocketbook demonstration. The two samples that the neighborhood leaders made were small enough so that they could be carried in their pocketbook. This was one of the reasons why they reached so many people and developed so much interest in these repair methods."

"When literature was handed out without demonstration, neighborhood leaders reported that women did not read it, and they questioned the advisability of doing this."

Vermont.

"Since local leader training meetings were limited this year, it was necessary to prepare more literature and plans for use by clothing leaders at local meetings. These leaders usually do not receive any training on these subjects from the agent or specialist, hence the need for outlines and plans.

"This year 16 clothing topics were available for this type of meeting with 12 having a loan exhibit available for the meeting from the State office."

Minnesota.

A series of three meetings was offered in all home agent counties with subject-matter content planned about the consumer's pledge:

"I Will Buy Carefully.  
"I Will Take Care of the Things I Have.  
"I Will Waste Nothing."

- a. "I Will Buy Carefully."--Clothing situation, WPB and CPA clothing regulations, the rural homemaker's contribution, buying textiles and clothing, and Bureau of Home Economics work clothes for women.
- b. "I Will Take Good Care of the Things I Have."--Pressing wool and rayons, washing wool sweaters and socks, storing wool clothing, care of various types of fabrics, rubber and leather goods.
- c. "I Will Waste Nothing."--Easy ways to restyle old dresses, repair methods for garments, and making old garments into new.

Montana.

"Interest groups were established. Retailers have cooperated in giving consumer information to club members through interest groups. Women in an interest group in one county are reading clothing and textile books. This method of teaching is making possible more information for those who want more than can be given in a demonstration meeting."

Ohio.

"In all counties having major projects, the specialists held one or more demonstration meetings. The object of these meetings was to demonstrate methods and teaching devices to home demonstration agents and leaders, and to teach subject matter.

"In the dress-form project, the clothing specialist met and trained home demonstration agents individually and in districts, and they in turn trained leaders to conduct the local project meetings. The agricultural engineers trained county and home demonstration agents to conduct sewing-machine clinics in district schools.

"For the project on care and cleaning of clothing, demonstrations of washing and pressing of rayon, cotton, wool, and blended fabrics, stain removal, daily care and correct storage of clothing were given. Discussion and laboratory practice by the group helped to teach the subject. The specialists and home demonstration agents planned and used only simple teaching devices in the leader-training meetings so that leaders would experience no difficulty in securing supplies and repeating the work. Garments brought by the group for discussion and cleaning recommendations were often cleaned in the meetings."

Ohio (continued)

"In addition to available bulletins and leaflets, the specialists prepared outlines for leaders to use in conducting meetings. These gave detailed instruction to help the leader follow the subject matter leaflets, be sure the most important points were included in her demonstration, and save her the time of making a lesson plan."

Missouri.

Clothing Refresher Course.

"From a meeting held in Washington by the American Red Cross and the Bureau of Home Economics emanated the idea that it would be very fine if the production leaders in Red Cross sewing could be trained in the principles of renovation of clothing so that they could conduct such programs in the sewing rooms of the Red Cross. Callaway County and Audrain County were selected for this work. Callaway County was not able to carry through, as the production leaders of the Red Cross did not think they could conduct such a project. However Audrain County went through with the project, and the home demonstration agent reports as follows:

'In the early part of October a group of women, who were representatives of the Eugene Field and McMillan Grade Schools and Hardin Junior High, met together to enroll in the Red Cross clothing-conservation Class. Twelve women enrolled. It was decided that it would be easier for all to attend in the evenings, so each Thursday and Friday evening for 5 weeks the class was conducted. It was the understanding that after these 12 women were trained, they would take the responsibility of conducting other classes for mothers in their school who would study the same work.

'The classes met for 2 to 2-1/2 hours each evening, beginning at 7:30 at the Red Cross production room. The course of study was as follows:

1. Sewing-machine clinic.
2. Color and line in dress.
3. Making a dress form.
4. Establish fitting lines.
4. Fitting:
  - a. Check pattern and cut cotton dress; 2 hours.
  - b. Fit dress.
5. Finishes for cotton dress:
  - Seams.
  - Bias tape.
  - Facings.
  - Convertible collar.
  - Placket.
  - Hem.
  - Worked buttonholes.
6. Mending, darning, patching, 2 hours
  - Turn shirt collars.
  - Repair trouser cuffs.
  - Reweaving.
7. Dry cleaning and pressing.

8. Remodeling wool garments:

- a. Planning and recutting, 2 hours;
- b. Finishing, 2 hours:
  - Seams.
  - Loops.
  - Round buttonholes.
  - Hems.

"At the end of the nine lessons 7 women out of 12 enrolled had completed their work.

"From the standpoint of the women who attended, this class was a success insofar as their own personal needs were concerned. As a class where the women learned how to teach other women the same information, it was not nearly complete. To be an instructor and to do the job well, I believe it would be necessary to add at least four more 2-hour classes to the course. The lessons that were most popular with the women were the ones having to do with renovation of their own or children's clothing. In making a course of study for another class, I would suggest that more work be done on women's clothing renovation and less on pattern-drafting."

"The home demonstration agent in Adair County set up a school on 'How to use patterns and to make garments from them.' The women called them 'Dressmaking Schools.' They came for five or more lessons, depending upon what they wanted to do, and received the detailed instructions from the home demonstration agent. After this training they were supposed to go back and help the women in their home-economics extension clubs with this work. They evidently were very well satisfied because other counties adjoining, where the women were acquainted, asked that they might have this same type of help, too."

#### STATE CLOTHING COMMITTEE

Following the regional clothing conferences in 1942, some States had a State-wide meeting of professional, business, and local leaders in the field of textiles and clothing. Others took the opportunity to put some live material into the work of the clothing committee of the State home-economics association and by so doing tried to develop a committee with a personnel that held over for a number of years, so that the work of successive years could be correlated by committee members who "knew the ropes."

#### North Dakota.

"A state-wide clothing meeting was held at the college, December 15, 1942. The following organizations were represented:

State Federation of Women's Clubs.

WPA.

FSA.

Vocational Education.

City health department.

State homemakers' organization.

Fortnightly club, Fargo.

Fargo Forum (press).

CPA Department of Information, Chicago.

State health department.

County superintendent of schools,

Cass County.

Retailers (represented by Store

Without a Name).

Fargo high school teachers.	Extension Service, N. Dak. A. C.
Experiment station, N. Dak. A. C.	Resident Department, N. Dak. A. C.
State Teachers College, Valley City.	Northwest Chain Store Council.
PTA (State).	U. S. Children's Bureau.
Block leaders' service, Fargo.	Adult education.
Grand Forks high-school teachers.	Cass County public health.
A.A.U.W. State education chairman.	Federal Extension Service.

"The recommendations and summary of material presented were sent out to all in attendance. Copies were also sent to all members of the State home-economics association, to all F.S.A. workers and to all district chairmen of the federated clubs. This procedure made a rather complete coverage of the State as a whole. It brought to the attention of key people all over the State the clothing situation in the Nation as a whole, and its relation to the war effort. Recommendations also showed what we as leaders could do to help people understand this situation and govern ourselves accordingly. There has been no opportunity to check results from this procedure, but it is reasonable to believe that it furnished much basic material for many people, both for individual use and as material to pass on to others."

#### Wisconsin.

"The State clothing committee outlined a plan for organizing clothing clinics. The extension service, schools, and many community groups used this plan.

In some States the clothing specialist and a number of home demonstration agents (3 to 5) form an advisory group for the clothing program. If it is convenient for a member of the resident staff to attend the meetings, one is included.

#### PUBLICITY

#### Wisconsin (News and Radio).

"Help from the journalism department in the form of advance publicity on project phases was invaluable to the home agent. Giving women a suggestion of how a particular phase was received in another county, results obtained from a county, or a suggestion as to what was included in a particular phase often made women feel that they couldn't afford to miss the next leader-training meeting or local club. Home agents need more help along this line. Miss Pearson's article on pressing was published in a farm magazine at the time we were having the demonstrations. It seemed to give the leaders a pleasant experience to have first-hand information on a subject their neighbors were reading about.....

"Marinette, a non-home agent county, put on a skit after each training meeting. Leaders were selected to write the skit. It was designed to arouse interest in the subject and reach women outside organized groups. It brought results in other ways, too. Neighboring counties were influenced in choice of subjects for the coming year in their home demonstration program."

#### Washington (Radio).

Learn by Doing, a series of weekly demonstrations was given for 9 months on the air and brought more comment from homemakers than the usual straight talk or interview. Listeners were informed the day preceding the demonstration regarding

the supplies they would need to have on hand. This same announcement was made once or twice during the morning of the day the demonstration was given. The script had to be well prepared so that the listeners would have time to follow the demonstration. It seemed best to dictate the talk while performing the demonstration. Then, in editing the script, questions were inserted by the person in charge of the program so that the broadcast had an interview aspect and was more alive." This also gave time for the listeners to catch up on their work. Some of the demonstrations given were: Cutting a collar pattern; Pressing men's trousers; A quick cleaning and oiling job on your sewing machine; Making a mitered corner; and Quilting by machine. Though the talks had to deal with specific things, yet there were opportunities to get in some discussion of the clothing situation and broader aspects of the clothing program. From comments made by women (written and spoken) we knew they were listening. Without asking for them, we received requests for specific demonstrations.

#### ILLUSTRATIVE MATERIAL AND EXHIBITS

##### New Jersey.

"Each new agent was encouraged to spend a few days at the State office working with the specialist. Unusually some needed illustrative material for the county was made at that time. This served two purposes: (1) It provided the needed teaching material for the county; and (2) gave the specialist a better picture of the agent's abilities and therefore showed her how best to assist the agent in her county."

"A number of States reported using the system of developing illustrative material as quoted here:

##### Wisconsin.

"Specialists realized the importance of having well-prepared demonstration materials. Demonstration kits seemed out of the question. With the increase in number of agents and of counties selecting one phase, kits took too long a time to make the rounds and sometimes reached the county so late that they were of little value. Specialists found that greatest help came from having good demonstration material at district conferences and having home agents make their own.

"For example, in made-overs, specialists made over two winter coats that were 12 years old, a hat 3 years old, a dress 8 years old, and two men's suits into women's suits. These inspired home agents to see what they could do. Results were most gratifying. In cases of neighboring counties, the home agents lent each other completed made-overs and thus each had several garments to show in place of one or two.

"In some cases, the county councils assisted home agents in collecting suitable demonstration material or even made some. In Manitowoc County, the home agent had an outstanding collection of made-overs, some of which were made by council members. In Marathon County they made six kits, or one for each center, on repair of clothing. The women appreciated how valuable this information was to the home-maker in the war period and felt that they were doing a patriotic service by helping in this way."

Wisconsin (contd)

"In most cases best results came from those exhibits or booths that had someone present to answer questions or give short demonstrations."

Illinois.

The State has an effective exhibit on clothing construction. It's a tailored, buttoned-down-the-front dress. Half of the dress is well made in every detail and the other half is poorly made. This exhibit drives home the value of good construction methods. It is best displayed on a dress form. (They're developing a bulletin now which uses photographs of the dress illustrating points of construction.)

North Carolina.

"In March the agent in Rutherford County demonstrated 'A quick and sure method of making a dress,' which was one of the best demonstrations of the year. She had the following illustrated material which accounted for much of the success of the demonstration:

1. A shirt-maker style dress completed (best displayed on a dress form).
2. Displayed on the wall was a shirt-maker style dress pattern placed correctly on material ready to cut.
3. Mounted on posters were (life-size) parts of the dress showing in detail each step in making. These included the following:
  - a. Placing pattern correctly on grain of material.
  - b. Pinning correctly.
  - c. Cutting notches.
  - d. Edge stitching (all places where used on dress were shown).
  - e. How to stitch in darts.
  - f. How to put different parts of a garment together by matching darts, etc.
  - g. Seams and seam finishes.
  - h. How to gather properly and quickly.
  - i. How to put in sleeves.
  - j. How to make pockets, belts, etc.
  - k. How to hem correctly.
  - l. How to make buttonholes.
  - m. Correct stitching for different materials.

North Carolina (contd)

"The agent wore a dress made of the same style pattern to illustrate the method of testing the pattern for fit. Necessary alterations were made. The club women enjoyed this lesson and were quick to say what they had learned in constructing a garment in a more systematic way."